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ABSTRACT

State departments of education were surveyed to determine the status of social studies in the United States. Supplemental background data were also gathered from local school districts and previous research. The purpose of the survey was to obtain information on course offerings, enrollments, and requirements in social studies. Some limitations of the study are identified early in the report, such as incomplete response (36 state departments replied), variability of data among states, and computer limitations. Findings show that there is a declining enrollment in social studies; a lack of interest in teaching social studies in elementary schools; a relaxation of state and local requirements in the teaching of social studies; and an increase in teacher creativeness, since teachers now have more freedom to teach what they want. Although many teachers are familiar with approaches construed to be associated with the new social studies, such as inquiry, conceptual, and simulation-game approaches, there has been little resulting change in textbook selection, hiring practices, and creation of a basic social studies program. Factors most often identified in the survey as affecting the social studies include an increase in the number of courses taught other than social studies, reduced funding, specialized offerings in ethnic studies, and anarchial curriculum. Future scenarios are presented and a national social studies curriculum is recommended. Tables are included. (Author/DB)

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STATUS OF THE SOCIAL STUDIES IN THE PUBLIC SCHOOLS OF THE TED STATES: FACTS AND IMPRESSIONS OF A NATIONAL SURVEY

RICHARD E. GROSS

In 1975 I spoke before the annual session of the social studies supervisors' meeting at the NCSS, to our Research Committee, and approached Council officers as to the vital need to better know where the social studies stand today so that we can direct more satisfactorily where we wish to proceed.[1] My resulting study is just a start. We now know all the better how much we still do not know about conditions and how much more expansive and expensive must be the continuing collection of facts and insights. These are an imperative basis for the eventual analysis and decision making that should characterize the rank and file as well as the leadership in the social studies field during the years immediately ahead.

How fare the social studies? Where do we stand in terms of offerings, enrollments, and requirements? Are less administrative support and supervisory aid available than in the recent past? What has happened to the new social studies? Has the last decade seen a significant impact accruing from the national social studies projects? What seem to be the current tendencies and what major changes have occurred in our field in the last five years? How bodes our future? What next steps are indicated? It was, of course, with the limited resources and personnel available, impossible to mount a fully comprehensive study of the foregoing queries. To help us, however, we also searched for evidence on these points gathered by other researchers at national, state, and local levels; some of their findings have been incorporated into this report.

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LIMITATIONS OF THE SURVEY

This article is properly titled; much of what I have to say can only be taken as impressions and not as certain fact. (My somewhat subjective analysis should

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1. I wish to thank the Board of Directors of the NCSS for helping sponsor this study, Stanford University for its assistance, my two excellent research aides Lynda Falkenstein and Joyce Honeychurch who waded through the mass of data and organized it, as well as the many respondents in 49 states who took the time and effort to try and provide us with accurate and meaningful data.

also here and now be acknowledged.) Our pilot trials with the 3-page instrument lead us to recognize that often we could not gain uniform and statistically comparable data. Indeed, a fundamental gap exists in that a good deal of the information we desired is just not readily available or has never even been collected. Therefore, certain of our conclusions are at best tentative. Ultimately we received replies from 36 state departments of education; comprising 72% of the states.[2] Fortunately only several of the more populous states did not respond. I believe, from the standpoints of school enrollment and regional coverage, that we have a fairly representative sampling of conditions in the nation even though 14 states are not included in this portion of the study.

However, even among the 36 states that did reply it was sometimes impossible to draw accurate parallels or to compile total figures. Readers may be surprised, but several states collect practically no data on school enrollments, and where they do, it may be organized by clock hours, by units, or by total school instead of by grade level and sometimes it does not include registration in specific subjects. In terms of grade level enrollment and actual time spent in social studies, let alone the major emphases or topics covered in the elementary grades, the states could provide us with very little help. Many specifics regarding social studies offerings and practices in the elementary school are just not available from the states. Additionally, some states or districts include 7th and 8th grade in high school statistics and others in the elementary records. On top of that, in certain states, figures were not available for 1970 but were for 1968 or some other year, or possibly the means of accounting for pupil enrollment were changed during the period 1970-1975, thus making the comparative figures we desired to gather very difficult to correlate. Furthermore in several instances the wonderful

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2. States from which we did not receive replies: Alaska, Arkansas, Iowa, Louisiana, Massachusetts, Mississippi, Missouri, New Jersey, North Dakota, Rhode Island, South Dakota, Washington, West Virginia, Wyoming.

computers had not yet been able to bring forth 1975 data. Also during the 5-year period of comparison, course titles were changed and, unhappily, computer printouts do not explain such deviations.

Particularly disturbing for our purposes has been the "devilish" tendency in the last few years which permits students in grades 9 through 12 to take most any course they wish in any one of those years! I am sure you understand what this does to any attempt to gather comparative figures. Lastly, we know there were a few clerical errors in recording certain of the data, even though we followed up on reports that seemed out of line with what could be expected. Differences in interpretation are also reflected in some instances of rather mechanical recording. One query, for example, asked for changes in numbers of supervisory specialists in social studies available to the schools. One state indicated only a handful of such personnel available in 1970, but 529 available in 1975! A phone call revealed that the 1975 figures included all the department heads in the high schools of the state! This experience has convinced us of the necessity of working toward national agreement and coordination for the recording and gathering of even simple but basic educational data. The different kinds, levels, formats, and bases for recording that exist from state to state provide any researcher trying to do cumulative national research with a first class nightmare!

Since many of our state reports were incomplete or incomparable in part and our state respondents were sometimes clearly rather far removed from the classrooms, especially regarding elementary school conditions and practices, we decided to circulate a supplemental questionnaire to local school districts. We drew on the mailing list of the local supervisors, members of the NCSS affiliated, Social Studies Supervisors Association. We received a satisfactory return of almost one hundred replies from persons in 49 states who are cognizant of local school conditions. These replies brought us more information, especially related to the elementary school, and served as a valuable cross check on the data and opinions

gathered at the state level. These reports, of course, provided some of the same challenges of comparison and interpretation that our state replies brought. Utter havoc, for example, has been introduced in some listings and accountings by the free substitutions of electives for hitherto traditionally required courses and even more so by the ubiquitous mini-course which has left a trail of confusion that can never be statistically resolved! All of the foregoing is intended as a warning of caution concerning the results of our sampling as well as to the accuracy of certain of my interpretations and the implications drawn. Nevertheless I believe we have some valuable and revealing findings and now let us turn to them.

STATE AND DISTRICT VARIATIONS

Over the past few years some of us have been deeply concerned about what loomed as a serious deterioration of the place of the social studies in the school program. Several recent Presidential Addresses at annual meetings of this organization as well as literature in the field have recounted these apprehensions.[3] The early returns of our questionnaire, however, reflected conflicting tendencies and trends between states and between different districts. It was apparent that our generalizations would have to be carefully drawn, avoiding sweeping conclusions. We knew, for example, that severe reductions in federal, state, and local funding were often at the root of difficulties in maintaining viable social studies programs. Certain respondents provided specific examples of cutbacks in monies for supervisory and consultant aid. How generally serious were the cutbacks in supervisory aid between 1970 and 1975? Nine states reported no such personnel available at state or local levels in 1970 or in 1975. Eight other states had no change between 1970 and 1975. Only four states reported a reduction in such special consultants, while thirteen states reported an increase in the availability of social studies supervisors at all levels. Thus, what is a serious problem in

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3. George Sykes, "The Decline of Social Studies: Changing Perspectives in Social Studies Education in the 20th Century," THE SOCIAL STUDIES, Nov/Dec. 1975,pp.243-46; Richard E. Gross, "The Social Studies in Their Golden Years: An Inhouse Medical Assay," NEWSLETTER of the Social Studies Supervisors Association, Winter 1976, pp.1-2.

one state or district is not one in the next. Several other studies we consulted have underscored the difficulty of drawing generalized conclusions. Following intensive interviews with social studies teachers of twenty high schools in ten northern California districts, Lewenstein and Tretten were able to make only one claim -- that there is no standard social studies program in California, that the one honest answer is "the curriculum varies."[4] Again, while the Association of American Publishers reports that textbook sales in the United States have shown a substantial increase from a total of $842 million in 1971 to $1,174 million in 1975,[5] in a given state or district severely reduced funds for books, media, and materials may be listed as the major deterrent to a strengthened and ongoing social studies effort. Differences between elementary and secondary situations also are evident. About 78 per cent of our respondents held, for example, that school administrators at the secondary level give substantial support to the social studies program; but 75 per cent of them reported only average to little encouragement for social studies on the part of elementary school administrators. In one state, universities and teachers colleges are seen as important leaders in the forwarding of new approaches in the social studies; in another state, these institutions are characterized as being far behind the new ventures now apparent in elementary and secondary education.

Certainly, in some cases, the question of what is nationally predominant is irrelevant to a desperate district caught in a different tide; but where we seek such total figures and resultant trends, they often can only be attained by cooperative, long-term, depth studies, frequent personal observations or interviews, and by a very substantial sampling of teachers and schools wherein we can be much more certain as to the actualities concerning the phenomena we are trying to

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4. Morris Lewenstein and Rudy Tretten, "What Is the Social Studies Curriculum Today?" SOCIAL STUDIES REVIEW (California State Council), Spring 1976, pp. 4-9, 23.

5. THE NEW YORK TIMES, September 5, 1976.

identify. The scope of such a complete national study was far beyond our limited means but such comprehensive research is long overdue in education and is called for in many areas besides our own.

CHANGING ENROLLMENTS

This "Gross Report" does, however, include some large-scale revelations. First of all I will indicate total enrollment figures and national changes in social studies course enrollments over an eleven year period which we were able to gather from the National Center for Educational Statistics.[6] Total pupil enrollment in the public schools in the United States, grades 7-12, was in 1962, 11,700,000. By 1973 this rose to approximately 18,500,000 or an increase of 58 per cent. In such a growth era, how fared social studies enrollment? (See Table I.) It is evident that enrollment in United States Government and in United States History classes both paralleled the percentage of growth in total enrollment. However, World History enrollment and that in World Geography also grew somewhat but nowhere near paralleled total increase of pupil enrollment. Indeed, the number of students taking World History only grew by 70,000 in that eleven year period. Even more dramatic were the actual decreases in 9th grade Civics and 12th grade Problems enrollments. Naturally some of this loss was siphoned into substitute social studies offerings and electives but an unknown number of students were lost to other disciplinary areas. In any case it is clear that the traditional pattern of high school social studies offerings, rather stable since the 1917 Report of the Commission on the Reorganization of Secondary Education established the program, has finally been shattered.

These figures also clearly reveal an invasion of the social studies by the social sciences. The dramatic percentage increases in student enrollment in

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6. Logan Osterndorf, SUMMARY OF OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, 1972-73, U. S. Department of Health, Education, and Welfare, Education Division, Washington, D. C.: 1975, see pp. 9 and 18.

separate disciplinary courses as Economics, Sociology, and Psychology are striking evidence of this trend. While its total enrollment remains small compared to that in American History or Government, Psychology is definitely the fastest growing course in the high school social studies program. (Supplementary information also reveals this subject area to be one of the most popularly growing majors with college and university students.) From an overall standpoint the fundamental conclusion to be drawn from these figures is that social studies enrollment has not maintained itself to parallel the growth of total pupil enrollment in secondary education.

While we do not have fully accurate figures of comparative growth, it is interesting to note the percentage of schools offering various social studies courses and the percentage of enrollment in those courses. (See Table II.) Here we see, for example, that although American History remains the dominant social studies course in the schools, many pupils do not get U. S. History in grades 7 or 8 nor in the senior high school. We discovered that several states have in recent years eliminated their U. S. History requirements at either or both levels or have allowed for the substitution of other social studies options. Additionally, significant growth in state and local history enrollments and new requirements for U. S. Government and Economics in a few states have further cut into the dominance of American History. The table reveals other interesting, current status figures. While, for example, geography is offered in nearly one half of the high schools of the country it only gains 14 per cent of the enrollment. Newer offerings such as area studies, ethnic courses, anthropology, and law education are now being offered in but a small minority of high schools, yet along with the more established behavioral science electives, they are capturing an increasing portion of pupil time devoted to socio-civic education. (See, for example, Table III-4.)

Again, situations vary from state to state. A few states have maintained

or even improved on their social studies enrollment in the past five years. (See Table III.) If, for example, the nation would go as New Hampshire has, all would be well with the social studies. (See Table III-1.) Florida has also posted significant increases in social studies enrollments. (See Table III-2.) Wisconsin reports enrollments in social studies classes, grades 7-12, rising from 95% of all the students enrolled in 1970, to 127% in 1975. Virginia shows a varied pattern and has had some healthy increases at the senior high school level but reveals enrollment losses in the 8th and 9th grades. (See Table III-3.) Pennsylvania is typical with its losses in World History, Geography, and 12th grade Problems but there Economics, without the encouragement of state statutes, has also suffered at the hands of some of the more newly popular offerings. (See Table III-4.) The picture in Indiana is most distressing; total pupil high school enrollment increased 15,000 in five years, but the number of pupils taking social studies dropped by 68,000! (See Table III-5.) In terms of total enrollments in social studies, the sad situations in some of the heavily populated states are even more devastating. In California, grades 9-12, almost 300,000 less youth took work in our field in 1975 than in 1970 and this in spite of an increase in total high school enrollment of approximately 62,000! (See Table III-6.) Similar, although not quite as drastic figures, are posted in New York. (See Table III-7.) Texas with a growing population, had a decline of over 80,000 in social studies enrollment, grades 10-12, in merely a three year period! Such figures certainly help explain why publishers at this point may be more than wary in bringing out new social studies materials; an unfortunate circle can thus be established where volumes and media that might help restore a declining field do not become available. One last example, taken from one of our local districts, is most typical. Here is a small city system with a somewhat declining population. You will note that the social studies have only held their own where no alternative electives in other areas are involved, or as in the 11th grade, U. S. History is required. (See Table III-8.)

SOCIAL STUDIES IN ELEMENTARY SCHOOLS

To the foregoing data we should add or subtract the attention being given to social studies in the elementary grades. As indicated previously, here we were unfortunately unable to gather comprehensive data. An accurate breakdown in subject or time allotments in most elementary school systems just does not exist. Nevertheless in both our state and district responses we were informed over and over again that elementary teachers are backing away from the social studies. Informal reports of district surveys in both Montana and California, for example, indicated that 70 per cent or more of the K-4 teachers were doing little or nothing with social studies in the current back to basics mania.A survey of two Colorado districts was reported as revealing that elementary teachers are averaging but 1 hour per week devoted to social studies! State fundamentals tests, which usually do not include evaluation of social studies learnings, have been launched in several states and these contribute further to the debacle. It would seem that the problem is especially crucial in the primary grades. Several Florida studies were called to our attention wherein less than one-third of the K-5 teachers reported positive attitudes toward the social studies and less than half regularly taught social studies.[7] And the recently trained teachers were more negative than the older mentors! Over 50 years ago under the aegis of the Progresive Education Movement, educators forwarded a concentrated effort to make social education units the heart of the elementary curriculum. One wonders how far we ever really progressed in this direction and if we did, how far have we now retrogressed?

ALTERATIONS IN REQUIREMENTS

Changes in requirements are more of a reflection of local decisions than

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7. Fred L. Prince, "Social Studies in Comparison With Other Subjects in the Elementary Grades, a Survey of Teacher Attitudes," TRENDS IN SOCIAL EDUCATION, (Florida Council for the Social Studies), Winter 1976, pp. 26-30.

stemming from the actions of state legislatures or state boards of education, although several states have recently eliminated or reduced required social studies courses. States are increasingly permissive in allowing the local mandating of requirements. Sutton's studies of state requirements in 1970 and 1975 reveal that one state has increased requirements during this period, four have reduced requirements, and thirty report no changes.[8] (See Table IV.) Four other states have retained the same amount of requirements but shifted the content; for example, electives may replace a hitherto required senior Problems course, American History is dropped in place of Civics, or the Free Enterprise System or state history replace for a semester a former year long required course.

Among our local district respondents, 81 systems in 49 states reported on their requirements. In the five year period between 1970 and 1975, only eight districts had increased their requirements, primarily by one semester. Requirements in 52 districts remained the same. However, approximately one-FOURTH (21 districts) reported a decrease in social studies requirements. (See Table V.) It is evident that the movement against the social studies is largely a grass roots community-centered development. This is one which social studies teachers and organizations ought to be able to meet and thrust off if we are properly united, professionally active, and really believe in what we are doing. I am convinced, unfortunately, that a major force in the decline of the social studies is our own lack of conviction and persuasiveness as to the import of the field.

FREEDOM OF TEACHING

Perhaps the do-your-own-thing era we have just suffered has paid some dividends, particularly towards encouraging individual teacher creativeness and

8. Jerri Sutton, Social Studies Education, Richmond, Virginia: State Department of Education Kindergarten-Grade 12, 1971 and 1976; both mimeographed.

independence. Of course, the parallel growth of unionism and the enlarged security of teachers has also contributed to an increasing acceptance of the concepts of freedom to teach and freedom to learn. Relaxed state and local regulations and requirements are a further source of encouragement for teachers to approach formerly closed or taboo areas in the curriculum. We asked our district respondents as to the openness of their teachers when confronted with controversial topics and were rewarded with replies indicating that in connection with such hot issues, up to 80 per cent of the elementary teachers and 90 per cent of the secondary school teachers felt quite free to approach them in class. This is a great improvement over the percentages reported in similar studies just a few years ago; of course, we must remember that the respondents in our case were not the teachers themselves. Nevertheless, in the present era a much healthier air of freedom seems to exist in our schools. This is substantiated by two recent studies in California, where the classroom teachers themselves were queried. Stanton, for example, found that 80 per cent of the 267 high school teachers he sampled indicated they were free to teach whatever they wanted.[9]

METHODS AND TECHNIQUES

As to teaching methodology, the foregoing studies also found teachers reporting that they are using the approaches construed to be associated with the new social studies, particularly inquiry, conceptual, broadfield, and simulation-game approaches. Our respondents also agree that teaching styles have been materially influenced by the new social studies projects. Over 3/4 of them believe this is clearly apparent in the secondary schools, and about 60 per cent feel there has been average to great impact upon elementary school practices. If this is so, we should be experiencing a virtual Renaissance in social studies

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9. Gordon Stanton, TEACHERS LOOK AT SECONDARY SOCIAL STUDIES TEACHING, School of Education, California State College, San Bernardino (Mimeographed survey report), May 1976, 37 p.; see also Helen Britton, DIFFUSION OF SOCIAL STUDIES INNOVATION IN SANTA CLARA COUNTY, CALIFORNIA, unpublished doctoral dissertation, School of Education, Stanford University, August 1976.

instruction. Do we have further evidence on this?

Our respondents, however, reported that the new social studies projects have had minimal influence on textbook selection, the employment of teachers, and upon teacher training. They also indicate a very limited use of the new projects in the schools. This reflects common knowledge that the sales of many of these programs have been far below the expectations of developers and publishers. Our responses from the state and district levels closely parallel one another in indicating which of the newer programs they believe have had the greatest influence in their areas; but it seems that the impact of no single program was particularly significant. (See Table VI.)

One of the California studies previously cited certainly supports this view. Here, in spite of the fact that the bulk of the high school teachers claimed that they are employing the methodology of the new social studies, over 70 per cent of the sampling admitted little direct teaching of skill development. In this study 90 randomly selected high school social studies instructors in a large and cosmopolitan county, reported that they are not using the new social studies projects to any considerable extent. Indeed, Britton found, for example, that 27 per cent had never heard of the Amherst Project, 33 per cent had never heard of Law In a Free Society, 43 per cent had never heard of Sociological Resources For Secondary School Social Studies, 46 per cent had never heard of the High School Geography Project, 53 per cent had never heard of Patterns in Human History, and 56 per cent had never heard of Econ 12 or American Political Behavior, in spite of the fact that the majority were seasoned teachers and over 30 per cent reported belonging to local, state, or national social studies councils. Less than ten per cent of all of her respondents had tried one of the projects listed and the list included more than those mentioned above.

Thus we face a perplexing dilemma. If teachers are using new social studies methodologies and are not deeply involved in the new programs or influenced

directly by them, what accounts for their familiarity with the procedures? Could it be their professional reading? Absolutely not! Over 90 per cent of our district respondents claim that professional social studies literature has but average to little influence upon either elementary or secondary school instruction. Stanton found even more depressing information right from the teachers themselves. Only 15 per cent of his sampling belong to social studies organizations, and only 13 per cent reported using social studies journals. Nevertheless, one way or another, at least the terminology of the new social studies has percolated to the rank and file. Yet we have conflicting evidence as to actual practice. Undoubtedly, however, from discovery techniques and case studies to role playing and pupil action-research within the community, aspects of the new social studies are found in many classrooms and school situations today. Conventional textbooks of the present era, curriculum guides, and in-service education programs have incorporated and emphasize important elements of the new social studies. Perhaps large numbers of children and youth are being exposed to and involved in timely and revitalized socio-civic education. Our study and other critiques and research, however, lead us to seriously question such conclusions. This is an area ripe for thorough examination. We all know that new content approached in tired ways soon loses its glamor, or that instruction <u>about</u> problems can be very different from involvement <u>in</u> problem inquiry. Large scale investigation as to just what is going on in school rooms, both in content and techniques, is still badly needed.

A BASIC SOCIAL STUDIES FRAMEWORK

Unfortunately articulation of social studies programs between elementary and secondary schools and even within these entities seems to be largely a paper operation. A majority of our respondents indicate that a well integrated scope and sequence just does not exist in their systems. In spite of a number of curricular revisions reported under way at local levels, individual school

and teacher autonomy, as well as the lack of specific allocations of topics or subject matter in recent state social studies frameworks or guides, all contribute to the increasing discontinuity of the patchwork social studies programs of our times. This writer has long stressed the virtues of a national curricular framework.[10] I now believe that such guidelines are all the more imperative to help local curriculum makers and teachers in the vital job of selection that challenges us today. (At the same time I must admit that our difficulties in carrying out this study as well as its results do not encourage the feasibility of such a development,) But we must do something to secure at least a minimal foundation.

Are there not some unique insights about human beings and democratic society that should accrue through social education? Are there not some essential competencies that the social studies experience should help develop? Are there not key shared values of the culture that the socio-civic curriculum needs to help maintain and extend? Lewenstein and Tretten, previously cited, came to the discouraging conclusion in their research that social studies "teachers have given up on any attempt to agree on what their students should learn." If this situation cannot be reversed, we are in a hopeless situation.

A recent study of almost 800 urban high school youth reaffirms what previous similar research has underscored -- the social studies are less important and even less interesting than other high school subjects, and, in this sampling, our subject area was designated as that most frequently studied merely to gain grades and least frequently for the value of the knowledge involved![11] This is the ultimate indictment from our prime customers! Undoubtedly this underscores another important factor in the current malaise of the social studies. For a variety of reasons a great number of us are just not reaching our students.

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10. Richard E. Gross and Dwight Allen, "Time for a National Effort to Develop the Social Studies Curriculum," PHI DELTA KAPPAN, May 1963, pp. 360-66.

11. Celestino Fernandez, Grace Massey, and Sanford Dornbusch, "High School Students' Perceptions of Social Studies," THE SOCIAL STUDIES, March/April 1976, pp. 51-57.

MAJOR CHANGES 1970 - 1975

In conclusion, what are the major changes and tendencies affecting the social studies in the last five years? Our respondents listed many. (See Table VII.) A number of these we have already alluded to or discussed. For the purposes of this report we have removed some of the general or underlying (but not unimportant) causal factors mentioned, such as seriously reduced funding, popular alternative programs, inadequately trained personnel, lack of administrative leadership, small rural schools, etc., which tend to affect the entire curriculum. We, rather, list the recent developments more directly devolving on the social studies. It should be noted that changes occur rapidly in our times and certain of these conditions are now being modified or may be materially altered in the years right ahead. We can, for example, report that a goodly number of our respondents believe we are past the apex of some of these elements, such as the mini-course bandwagon, specialized offerings in ethnic studies, and the anarchial curriculum itself. On the other hand, there is a feeling that gaming and simulations are still mounting in popularity and that concerns about law and citizenship education will continue to grow. A number of these reported tendencies, of course, tend to conflict or counter-balance one another. Table VII provides rich opportunities for speculation as to future directions.

SCENARIOS OF THE FUTURE

And what of tomorrow? Today tea leaves must be read while the tea is still in the pot; a crystal ball must be revolving. I hesitate to forecast; but believe this list portends several alternate scenarios. What we social studies educators do or do not do in the immediate future will make a great difference in ultimate outcomes. I still hold that our destiny remains to an extent in our own hands; but options and the time to make them are running out.

One possible future includes a steadily declining curricular field, diffused and balkanized, often turning backwards and up panacea alleys, increasingly

delimited because of its own lack or purpose, direction, and the failure to agree upon a core of socio-civic learnings staffed by personnel who seem to have little professional concern or élan, let alone much faith in what they are doing, who have lost the vision and the will to forge a comprehensive and articulated social studies program functioning at the heart of a liberating education for young America.

Another option promises renewed and unified efforts at convincingly defining the fundamental contributions of the field toward helping meet essential individual and societal needs, one where teachers, parents, and concerned civic organizations and agencies collaborate in developing efficacious programs that can be evaluated, in extending timely offerings that attract pupil popularity and increasing enrollment, where this surge of interest reflects the enthusiasm of mentors who know where they are headed and why, for they are certain that the social studies are more basic to the maintenance and extension of democratic values and to the future of this nation than any other disciplinary area.

But which future emerges remains up to each of us, individually and in concert with our colleagues, in the actions we take and the decisions we make in the days right ahead.

TABLE I

TOTAL ENROLLMENT IN GRADES 7–12

1961	1973	% INCREASE
11,700,000	18,500,000	59%

CHANGES IN SOCIAL STUDIES COURSE ENROLLMENT, GRADES 9–12

COURSE	1961	1973	% CHANGE
CIVICS	733,000	449,000	–39%
SR. PROBS.–P.O.D.	380,000	298,000	–22%
WORLD HIST.	1,471,000	1,541,000	+5%
WORLD GEOGRAPHY	595,000	736,000	+24%
U.S. GOVT.	780,000	1,306,000	+67%
U.S. HIST.	1,994,000	3,464,000	+74%
ECONOMICS	293,000	592,000	+102%
SOCIOLOGY	289,000	796,000	+175%
PSYCHOLOGY	140,000	590,000	+323%

TABLE II

1973 – SOCIAL STUDIES OFFERINGS
AND %'S OF ENROLLMENTS (GRADES 7–12)

TOTAL U.S. PUBLIC SEC. SCHOOLS	TOTAL SECONDARY ENROLLMENT
22,737	18,500,000

COURSE	% OF SCHOOLS OFFERING COURSE	% OF ENROLLMENT IN SCHOOLS OFFERING COURSE
U.S. HIST. (7–8)	32%	33%
U.S. HIST. (9–12)	53%	27%
WORLD HIST.	51%	17%
GEOGRAPHY	45%	14%
U.S.GOVT.	45%	16%
SOCIOLOGY	36%	8%
PSYCHOLOGY	30%	9%
ECONOMICS	36%	7%
CIVICS	21%	17%
SR. PROBS.–P.O.D.	20%	11%
STATE & LOCAL HIST. (7–8)	16%	39%
STATE & LOCAL HIST.(9–12)	12%	15%
AREA STUDIES	14%	5%–14%
ETHNIC STUDIES	10%	17%
ANTHROPOLOGY	6%	5%
LAW EDUC.	14%	7%

TABLE III

EXAMPLES OF STATE ENROLLMENT, 1970 AND 1975

(1) FLORIDA

	TOTAL PUPIL ENROLLMENT		PUPIL ENROLLMENT IN SOCIAL STUDIES	
	1970	1975	1970	1975
GRADES 7–9	362,000	408,000	267,000	331,000
GRADES 10–12	295,000	350,000	254,000	290,000

(2) NEW HAMPSHIRE

	TOTAL PUPIL ENROLLMENT		PUPIL ENROLLMENT IN SOCIAL STUDIES	
	1970	1975	1970	1975
GRADE 7	13,300	15,000	13,300	15,000
GRADE 8	12,900	15,000	12,900	15,000
GRADE 9	12,900	15,100	10,300	12,100
GRADE 10	11,900	14,000	9,500	14,000
GRADE 11	10,600	13,000	10,600	13,000
GRADE 12	9,600	12,000	7,700	9,300

(3) VIRGINIA

	TOTAL PUPIL ENROLLMENT		PUPIL ENROLLMENT IN SOCIAL STUDIES	
	1970	1975	1970	1975
GRADE 7	91,000	92,000	—	49,000
GRADE 8	93,000	94,000	50,000	36,000
GRADE 9	87,000	93,000	64,000	63,000
GRADE 10	78,000	86,000	16,000	39,000
GRADE 11	70,000	76,000	82,000	93,000
GRADE 12	64,000	69,000	74,000	83,000

TABLE III (cont'd)

EXAMPLE OF STATE ENROLLMENT, 1970 AND 1975 (CONT'D)

(4) SUBJECT	ENROLLMENT 1971	ENROLLMENT 1975
ANTHROPOLOGY	6,400	15,000
ECONOMICS	65,500	56,800
ENVT. STUDIES	—	19,800
ETHNIC STUDIES	—	16,600
GEOGRAPHY	177,000	143,000
GOVT.	45,000	64,000
PSYCHOLOGY	29,000	37,000
SR. PROBS.–P.O.D.	72,000	18,000
SOCIOLOGY	34,000	62,000
STATE HIST. & GOVT.	132,000	155,000
U.S. HIST.	403,000	411,000
WORLD HIST. & CULTURES	351,000	306,000

PENNSYLVANIA

(5)	TOTAL PUPIL ENROLLMENT		PUPIL ENROLLMENT IN SOCIAL STUDIES	
GRADES 9–12	1970	1975	1970	1975
	350,000	365,000	324,000	256,000

INDIANA

(6)	TOTAL PUPIL ENROLLMENT		PUPIL ENROLLMENT IN SOCIAL STUDIES	
GRADES 9–12	1970	1975	1970	1975
	1,200,000	1,350,000	1,387,000	1,095,000

CALIFORNIA

TABLE III (cont'd)

EXAMPLE OF STATE ENROLLMENT, 1970 AND 1975 (CONT'D)

(7)	TOTAL PUPIL ENROLLMENT		PUPIL ENROLLMENT IN SOCIAL STUDIES	
GRADE	1970	1975	1970	1975
7	269,000	268,000	174,000	171,000
8	257,000	263,000	284,000	274,000
9	286,000	300,000	267,000	235,000
10	274,000	294,000	257,000	244,000
11	240,000	257,000	251,000	250,000
12	205,000	225,000	143,000	158,000

NEW YORK

(8)	TOTAL PUPIL ENROLLMENT		% OF CHANGE	PUPIL ENROLLMENT IN SOCIAL STUDIES		% OF CHANGE
GRADE	1970	1975		1970	1975	
7	1,519	1,205	−20%	1,519	1,205	−20%
8	1,500	1,142	−24%	1,500	1,142	−24%
9	1,460	1,276	−13%	1,100	800	−27%
10	1,345	968	−28%	500	300	−40%
11	1,190	1,041	−13%	1,190	1,041	−13%
12	1,120	925	−17%	1,000	800	−20%

(TYPICAL LOCAL DISTRICT)

TABLE IV

CHANGES IN SOCIAL STUDIES REQUIREMENTS, 1970 & 1975
(50 STATES)

NO CHANGE IN REQUIREMENTS	30
INCREASE IN REQUIREMENTS	1
DECREASE IN REQUIREMENTS	4
SHIFTS WITHIN SAME REQUIREMENT TOTAL	4
INSUFFICIENT DATA	11

TABLE V

CHANGES IN SOCIAL STUDIES REQUIREMENTS, 1970 & 1975
(81 DISTRICTS IN 49 STATES)

REQUIREMENTS INCREASED--(½ OR MORE CREDITS)	8
REQUIREMENTS THE SAME--	52
REQUIREMENTS DECREASED--(½ OR MORE CREDITS)	21

TABLE VI

	States 36	Districts 100
WHICH PROJECTS HAD MOST IMPACT IN YOUR STATE/SYSTEM? (IN ORDER OF FREQUENCY OF MENTION)		
	S	D
HIGH SCHOOL GEOGRAPHY PROJECT (S)	8	21
CARNEGIE-MELLON HISTORY PROJECT (S)	6	13
SOCIOLOGICAL RESOURCES FOR SECONDARY SCHOOLS (S)	5	12
AMERICAN POLITICAL BEHAVIOR (S)	7	10
HARVARD PAPERBACKS (S)	4	8
MACOS (E)	3	8
TABA SOCIAL STUDIES PROGRAM (E)	3	8
OUR WORKING WORLD (E)	3	4
PEOPLE AND TECHNOLOGY (E)	1	4
MINNESOTA FAMILY OF MAN (E)	1	3
ANTHROPOLOGY CURRICULUM PROJECT (S)	4	0
LEGAL PROGRAMS (E/S)	6	5

(S)-SECONDARY LEVEL

(E)-ELEMENTARY LEVEL

TABLE VII

DEVELOPMENTS BETWEEN 1970 & 1975 MENTIONED MOST FREQUENTLY

GROWTH OF SENIOR HIGH ELECTIVES

PROGRAM FRAGMENTATION AND DILUTION

LOCAL LEVEL CURRICULUM REVISION

DROP IN REQUIRED SOCIAL STUDIES

CHOICES OR OPTIONS WITHIN SOCIAL STUDIES REQUIREMENTS

IMPACT OF NEW SOCIAL STUDIES PROJECTS

BACK TO BASICS; MORE TIME TO READING

DECLINE IN SOCIAL STUDIES IN ELEMENTARY GRADES

GROWTH OF MINI-COURSES

INCREASED LOCAL OPTIONS AND MANDATES

WORK ON ARTICULATION AND COORDINATION, K-12

REQUIRED ECONOMICS OR VIRTUES OF FREE ENTERPRISE

DECREASE IN HISTORY ENROLLMENTS

NEW VALUING EMPHASES

GREATER PARENTAL AND PUBLIC CONCERN

EMPHASIS UPON LAW AND CITIZENSHIP

MORE STATE AND LOCAL HISTORY

PRESSURES OF CONSUMER AND CAREER EDUCATION

PERFORMANCE OBJECTIVES/COMPETENCIES

INCREASE IN AREA STUDIES

SPECIALIZED ETHNIC OFFERINGS